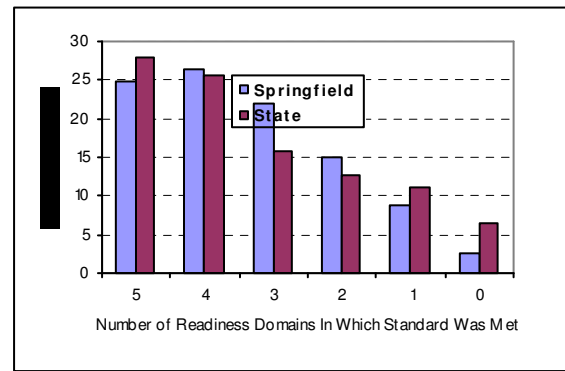
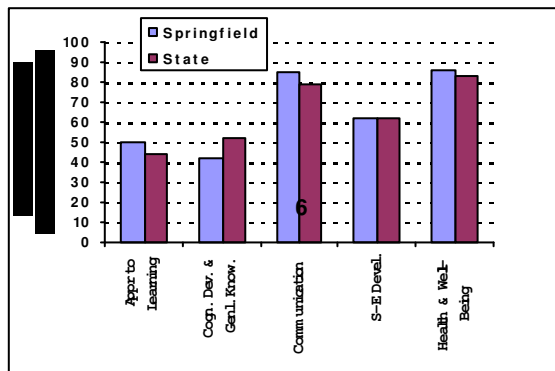


Springfield School District

Below are the results from the Ready Kindergarten Questionnaire your district completed last fall. Seven kindergarten teachers in your supervisory union completed this questionnaire for 113 kindergartners in the beginning of the 2007-2008 school year. The first chart below illustrates **the percentage of kindergartners who were rated as “Practicing” or “Performing Independently” on all the items within each domain.** The items listed for each domain represent tasks and/or skills a kindergartner might demonstrate upon his/her entry into kindergarten. The second chart shows the percent of students who achieved this standard in five, four, three, two, one, or no domains.

Please note that there were several important changes in the survey instrument as of the ‘04-‘05 year. These included the addition of a “don’t know” response option, and a revised set of items in the Cognitive Development & General Knowledge domain. Thus, you should use caution when comparing these results to those of prior years. These results are not meant to identify students who are “not” ready for school, but rather are offered as information about the broad skills children in your supervisory union demonstrate upon entry into kindergarten. For your further information, your supervisory union’s results are compared to the state aggregate results.



To offer you more specific information, the percentage of students who were rated as “Practicing” or “Performing Independently” is listed for each item within each domain in Table 1. The numbers in bold are the percentages that are represented in the figure above (note these are NOT averages of the individual item percentages, but the proportion of children who met the standard on *all* items within the domain). It will be important to discuss these results with your kindergarten teachers, with parents, and with child care providers in your community in order to fully interpret their meaning. Some questions to guide your discussions might be:

1. Are our kindergartners demonstrating the skills that we are hoping they would have upon entry into school?
2. Are there areas where we should focus our efforts to better prepare our future kindergartners for school?
3. How can we as a community ensure that more of our young children are “ready” for school?

Table 1: The percentage of students in the supervisory union and the state who were rated as “Practicing” or “Performing Independently” the item or skill.

Questionnaire Item	Springfield	State-Wide
Social and Emotional Domain: “practicing” or “performing independently” on ALL items	62.4	61.9
Can meet/play with different children	93.8	84.8
Uses problem solving skills in social situations	65.5	67.1
Separates easily from caregiver	95.8	90.1
Appropriately expresses emotions	84.1	81.3
Adapts to transitions	88.5	85.6
Interacts positively with adults	92.9	89.4
Approaches to Learning Domain: “practicing” or “performing independently” on ALL items	49.6	44.1
Follows simple rules	84.1	82.1
Persists with self-directed activity	86.7	82.3
Appears enthusiastic	92.0	86.4
Uses a variety of strategies	80.5	73.1
Pays attention	72.6	75.3
Engages in conversation	89.4	86.6
Knows how and when to use adults	81.4	81.1
Initiates activities in the classroom	85.0	79.4
Is curious	89.3	80.7
Communication Domain: “practicing” or “performing independently” on ALL items	84.7	78.9
Communicates needs	93.8	83.0
Understands simple directions	94.7	87.7
Cognitive Development/General Knowledge Domain: “practicing” or “performing independently” on ALL items	42.5	51.7
Shows awareness of how books are organized and used	87.5	83.2
Can recall and explain sequences of events	82.3	74.1
Recognizes name in print	92.7	88.7
Engages in imaginative play	98.2	87.0
Shows beginning awareness of letter/sound correspondence	48.2	62.9
Can identify 10 or more letters of the alphabet	64.6	70.8
Uses scribbles, symbols, or letters to write or represent words or ideas	64.6	66.1
Shows ability to count 5 or more objects using one-to-one correspondence	89.4	83.6
Can identify several basic geometric shapes	76.1	81.2
Health & Well-Being Domain: meeting standard on ALL items	85.8	82.8
Demonstrates self-help skills	98.2	93.6
Ability to learn rarely appears inhibited by illness	95.6	96.0
Ability to learn rarely appears inhibited by fatigue	92.0	90.6
Ability to learn rarely appears inhibited by hunger	94.7	96.0